SEARCH FOR QUALITY INPUTS

IN

INDIAN EDUCATIONAL REFORMS

STUDY VISIT OF SRI LANKAN DELEGATION

(AUGUST 7-31, 2000)

Preface

The International Relations Division (IRD) coordinates international relations with educational institutions in India and sister nations. It also serves as an academic secretariat for the National Development Group (NDG). One of its functions is to work for the implementation of the bilateral cultural exchange programmes executed between the Government of India with individual countries. It acts as Council's forum for organizing training courses and visits of participants deputed by sister nations.

The NCERT received a communication from the Ministry of Education and Higher Education of Sri Lanka informing their programme on New Education Reforms which aims at improving quality, equity, internal and external efficiency, management and financing of the existing education programme with a view to increase responsiveness of Sri Lanka's economic needs. The Government of Sri Lanka had desired that a delegation of their education officials may visit the NCERT and other field units to study the Indian experience in the provision of quality inputs to schools The policies and procedures under the Education Programme (DPEP) were cited as a case. The NCERT proposed a three week orientation cum field visit programme consisting of three phases. Phase I was to build in the participants a perspective of education reforms in India at the school level with a focus on improving equity, quality and efficiency at the various levels. Phase II was planned as visits to regional, district, block and local level institutions. Phase III constituted of exposure to other developments such as Open Basic Education, Composite Schooling, etc., and discussions on DPEP experiences with a view to identify quality inputs relevant for Sri Lanka. Some of these are on aspects such as procurement, planning and use of funds, improvisation of equipments in teaching-learning at various levels; and preparation of a data base in the form of management information system.

The present write up is a presentation in brief of the experiences provided to the participants of Sri Lanka in consonance with the objectives of the study visit stipulated by the Ministry of Education and Higher Education of Sri Lanka. It is hoped that the

contents of this report will be of use to the educators engaged in educational reforms in Sri Lanka. I express a deep sense of gratitude to our esteemed Director Prof. J.S Rajput who very kindly guided us in fostering international relations through such educational visits. We owe thanks to Prof. O.S. Dewal, Advisor to the Director, NCERT for his help in the planning of this study visit. Our grateful thanks are due to Prof. B.R. Goyal, formerly Head, Department of Educational Research and Policy Perspectives, NCERT for facilitating the entire study visit programme through guidance and lectures, and helping us in bringing out this report. I express my gratitutde to the guest faculty members of NIEPA; NIE; RIE; Bhopal, Rajiv Gandhi Prathmik Shiksha Mission at Bhopal, Department of Elementary Education, MHRD; New Delhi for their support in the conduct of this programme.

I owe appreciation to Shri R.A.Gupta and other staff members in the International Relations Division who had put in the efforts for the organization of this programme. Mrs. Sandhya Sangai acted as the coordinator of the programme and all praise to her for the success of the programme.

Puran Chand
(Prof. & Head)

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Education Reforms in India – Its Multi-dimensionality

In the Indian way of thinking, a human being is a positive asset and a precious national resource which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism. Education has necessarily to reflect the ethos, aspirations and concerns of the Indian society. School education in India, being an important segment of the educational system is being geared to the individuals' as well as social development.

As the nation enters the third millennium, there is a realization that educational reform should aim at creating an open, active, flexible and inter-cultural system at different educational levels.

The reform is being envisioned as to create learner centered education, women centered family, human being centered development, knowledge centered society and innovation centered nation.

In any educational reform, curriculum renewal and development is an ongoing process. Its constituents are interwoven and are designed to respond to social, cultural and economic contexts of the learners and the population groups of the society at decentralized levels. Secondly, the reform is being shaped to strike relevance, equity and excellence in terms of achievements. Also, the context is identified to nurture national identity, a profound sense of patriotism, non-sectarian attitudes, tolerance, etc. India's contribution to the world culture and her achievements in the field of science and technology are being worked out as its heritage. As it is now, India faces unprecedented challenges such as pressures of globalization, geo-political evolution and the revolution in information and communication. New technologies are transforming the nature of work in rural and urban situations Occupational operational modes are fast changing. A learning society is contemplated to replace the traditional one and in education,

instruction dominated content and process has to be embraced with creating a learning environment in the classrooms so that the teaching learning process encourages exploration, problem solving, decision making skills. The new classrooms are conceived to be practising a participatory, decentralized, interactive group learning Learning experiences are to aim at developing capabilities in learners for sequential reasoning, search for problem solving and skills of information processing.

The much sought concern in educational reform is to make education a forceful tool for the cultivation of social and moral values. The Indian society is pluralistic. It is expected of the educational reform to foster universal and eternal values oriented towards unity and integrity. Value orientation of education has a broad base in human rights. The larger issues in this dimension are to develop faith in Indian heritage, fundamental duties and social justice.

There is a shift from knowledge based cognitive skills instruction to fostering full development of the self. It includes education for emotional literacy, moral development and a pattern of multiple intelligence education.

The approach for enacting reform is planned as coordinated one with possible decentralization to the school and learners levels. The new reforms are circulated nationwide to generate creative thinking and strike relevance at various levels of decision making such as the national, regional, state, district, block and school level. The success lies in providing flexibility and coordination through networking between functionaries.

N C E R T   An overview

The National Council of Educational Research and Training, set up in 1961, is a multi-institutional and multi-departmental organization with a mission to advise and assist Central and State Governments and other institutions for promoting educational development especially in school education. It has eight constituent institutes National Institute of Education (NIE), Central Institute of Education Technology (CIET), both located in New Delhi, Pandit Sunder Lal Sharma Central Institute of Vocational Education (PSSCIVE) in Bhopal, and five Regional Institutes of Education (RIEs) located at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong. Its activities encompass research, training, extension, material production (including production of radio, film and education television programmes supportive of school curriculum), publication and providing consultancy.

The main functions of NCERT include-

   (i)   To conduct, aid, promote and coordinate research;

   (ii)   To organize advanced level pre-service training programmes for educational personnel;

   (iii)   To design model curricula for schools;

   (iv)   To organize extension services for school education;

   (v)   To develop and disseminate information on innovative learning and teaching practices;

   (vi)   To act as a clearing house of ideas and information;

   (vii)   To cooperate and collaborate with state education departments, universities and international institutions for furtherance of objectives;

   (viii) To undertake All India surveys and studies on educational policy planning and provide data on status of school education in the country;

(ix)   To undertake publications of textbooks and other teaching learning materials for use of teachers and students;

(x)   To design and develop media programmes (radio, T.V., films and computer software)

(xi)   To undertake programmes to promote vocationalization in education.

International Relations Division of NCERT

The NCERT acts as an agency for implementing the provision of Bilateral Cultural Exchange Programmes (CEPs) assigned to it by the Government of India with other countries in the field of school education. The NCERT undertakes projects and programmes sponsored by the UNESCO, APEID, UNDP, etc., and organizes programmes for the foreign delegations and experts for exchange of ideas and information in the field of school education. It sponsors its faculty members for participation in international seminars workshops, symposia, meetings and training programmes under the aegis of UNESCO, UNDP, UNICEF, etc. The NCERT undertakes short-term on-the-job training programmes for foreign nationals in the field of school education. It also furnishes information on various aspects of school education in India to different countries, organizations and international agencies.

India and Sri Lanka have age old relations. We have shared oriental culture, history and trade in the ancient, medieval and modern times. Currently, the two nations have been exchanging their experiences on developmental activities and programmes in several areas including education

The present programme aims at enabling the participants

(i)   To undertake the policy, content and process at Primary level for improving quality, quantity, internal and external efficiency, and financial procedures.

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(ii)   To develop insights for adopting decentralized approach to Primary Education through interactions with experts at various levels in India.

(iii)   To discuss with the resource faculty in India on how to increase responsiveness of Education to the needs of learners and their communities;

(iv)   To have field experiences on Quality Inputs in Education like developing norms and procedures for decentralizing educational planning and administration, developing Management Information System; designing a project and working on its various facets like Financial, Resource and Personnel management;

(v)   To understand the approach to the inception, institutionalization and mid term evaluation of quality education programme at decentralized levels.

The mission of the study team is to conceptualize and institutionalize World Bank's General Education Project-2 Component – 4 ; which inter-alia is on the pattern of District Primary Education Programme (DPEP) in India. An orientation of the functions at Central and State levels and the extension of the decentralized system of block, cluster and school levels has been provided with a view to gain from India's experience insights on the following aspects-

1. Identification of the Quality Inputs items;

2. Norms used in the allocation of quality inputs per class, per teacher, per school;

3. Preparation of the plans for the provision of Quality Inputs items at various levels (school, division, zone, region etc.);

4. Sources of funding;

5. Preparation of budget;

6   Fund allocation mechanism;

7   levels of procurement:

8   Delivery system.

9.   Delegation of financial authority to relevant officials including Heads of Schools;

10.   Methodology adopted in releasing cash imprests to schools for procurement at school level (e.g. consumables and perishables);

11.   Improvisation of items at school level;

12.   Record keeping and updating data base;

13.   Monitoring of Progress (physical and financial);

14.   The Impact;

15.   Community participation.

Sri Lankan System of Education
Profile

Sri Lanka a very close and friendly neighbour of India, has a population of approximately 18.5 million, evenly distributed with the exception of cities where the density is very high. The climate is equatorial with minimum seasonal variations.

Achievements in the field of Education are rated as high in comparison to other developing countries in the region as shown below

Total Number of Schools	10,313
Total Number of Students	4.2 Million
	(equal participation of male and female)
Total Number Teachers	1,90,000
	(Female participation is 72% in teaching)
Student Teacher Ratio (S.T.R)	21 1
Participation rate	98%
Literacy Rate	95%

Every child in the school going age, has a school within approximately of 2 k.m. where facilities in primary education are available.

The notable features in the policy of education are-
(a) The continual application of the free education policy from grade 1 to universities which was proposed and implemented by C.W.W. Kannangara in 1940s coupled with 5th standard scholarship examination and the opening up of Central Colleges in the rural areas.
(b) Free text books and

(c)   Free uniform material available to all children, Government of Private, irrespective of the income of their parents;

(d)   Monetary assistance for those who qualify at the 5th standard scholarship examination and those who qualify for university admissions through "Mahapola" scheme and the income of whole parents are below the recommended level of earning.

(e)   Free mid-day meal which had been abandoned some time ago is now been tested again through a pilot programme in selected deprived areas.

Functional Management Network

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                    │ Ministry of Education and    │─────▶│  Provincial Ministries│
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| N.A.T.E (1) | U.G.C (2) | SLTATE (3) | DOF NETS (4) | N.I.E. (5) | E.P.D (6) |

Provincial Departments of Education

Zonal Education Office

Divisional Education Office

S C H O O L S   S C H O O L S

Legend (1) National Authority on Teacher Education, (2) University Grants Commission
(3) S/L Institute of Advanced Technical Education (4) Department of Examinations/National Testing & Evaluation Service
(5) National Institute of Education (6) Education Publications Department

II. Schools System

Size of the System

(i) Government Schools – (10083+230) 10,313

(ii) Government Assisted Private Schools (Non fee levying) – 95.

(iii) Un-assisted Approved private schools – 09.

(iv) Approved 'Pirivenas' (located in a Buddhist Monasteries) – 490.

(v) International Schools (Not registered with MEHE)

Types of Schools Managed by Government.

(i) 1-AB – 600 schools.

Schools with all three streams (Science, Arts and commerce) and classes up to grade – 13.2)

(ii) 1-C – 1936 schools.

Schools with Arts or both Arts and Commerce with classes up to grade 13

(iii) Type – 2 – 3722 schools.

Schools with classes up to grade 11.

(iv) Type – 3 – 4055 schools.

Schools with classes in the primary cycle only.

(This includes 230 schools that are temporary defunct due to the unsettled conditions prevailing in certain parts of the country.)

III. Teacher Categories by Qualification.

1) Certificated (A/c and above)

2) Trained

3) Graduates with professional qualification.

4) Graduates without professional qualification .

5) Trained diplomates
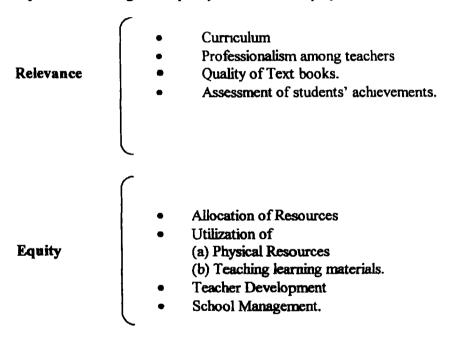
6) Untrained diplomates

IV. Student Assessment.

1) Schools Based Assessment (Grade 6 onwards)

2) National level Exams – at grade V, G.C.E(O/L) and G.C.E. (A/L)

V. Universities.

There are 12 state sector universities including the Open University of Sri Lanka. There are no universities managed by the private Sector. The universities operate on grants provided by the Government through the University Grants Commission.

VI. Key Issues.

Although the country has achieved high rates of enrolment at grade –1 and literacy, the key issue is the degree of quality in relation to equity and relevance.

Relevance
- Curriculum
- Professionalism among teachers
- Quality of Text books.
- Assessment of students' achievements.

Equity
- Allocation of Resources
- Utilization of
  (a) Physical Resources
  (b) Teaching learning materials.
- Teacher Development
- School Management.

2. Educational Reforms.

In 1989 the Government appointed a National Education Commission to examine the existing education system and to make recommendations with regard to any reforms needed in meeting the above issues. The commission in three sessional papers submitted its report to the Government. An action oriented programme was thereafter developed.

A Presidential Task Force for Educational Reforms was appointed for the purpose of implementation the new reforms. It is a package of reforms with a systematic approach

The activities implemented so far are as follows

a)   Expansion of Educational Opportunities

Regulations to make elementary education compulsory for children in the age group of 5 – 14 years have been framed and enforced.

b)   Rationalization of School System

Since the popular schools in the cities are highly congested and a considerable percentage of schools is under utilized, a School Rationalization Programme has been implemented. This will further address the issue of uneven distribution of schools.

c)   Curriculum

The curriculum for both general education and higher education has been revised to address the issues relating to relevance and coverage.

d)   Text Books

The Policy relating to school textbooks is been subjected to an overall revision The physical quality and quality of contents are being improved with the aim of achieving multiple option.

e)   Students Assessment

School Based Assessment (S.B.A) is introduced as complimentary to the summative form of students assessment. The Department of Examination is re-designated as National Evaluation and Testing Service of D of E

f)   Resource Allocation

A new mechanism for resources allocation to address the issue relating to equity in resource allocation is introduced. This mechanism is known as Norm Based Unit Cost Resource Allocation Mechanism. (NBUCRAM)

g)   Teacher Training and Development

The whole process of teacher training is undergoing far reaching changes relating to both curriculum and methodology, to provide for better quality of teaching and continuing education of teachers.

A project for redeployment of teachers is been implemented to remedy interschool and inter divisional disparities based on Student Teacher Ratio (STR) which is 261 at primary level and 221 at the secondary level.

3.   Technical and Practical Aspects of Education

Philosophy behind the New Policy on Curriculum is to focus on technical and practical aspects. A special programme for the supply of quality inputs to the schools is implemented as a component of the G.E.P.II (General Education Project) to support the implementation of the new curriculum.

(i)   School Based Management.

A programme for capacity building at the school level specially that of the heads of schools is been implemented. This will provide for a higher level of Management skills among the principals and a greater degree of liberty in decision making.

(ii)   Educational Management.

The organizational structures at National, Provincial, Zonal and Divisional levels are revised in keeping with the emerging needs.

A System of Performance Appraisal of educational functionaries, principals and the teachers has been developed. In addition to this the teachers are subjected to a process of professional review.

A comprehensive programme for the capacity development of managerial positions at all the levels and support staff is in progress.

4   Higher Education

The Issues listed above are also relevant to the Higher Education. Accordingly a package of reforms has been introduced at this level to address the issues

Section – 4

Conceptualising Quality Inputs in Education

The progress in education in Sri Lanka in the last few decades has been enormous. Educational institutions have been established throughout the country within approachable distance. The enrolment and participation rate is nearly universalized. Provision of school buildings is satisfactory. With the achieving of targets in relation to access, enrolment and retention aspects, the goal is to foster the quality of education. The National Commission on Education of Sri Lanka had recommended education reforms World Bank has accepted to fund the programmes in relation to implement the suggested educational reforms. The present visit of the Sri Lanka's delegates was to have a view of the Indian thought on education reform. The first phase of the study visit was devoted to discussions with eminent educationists.

Mr. Upasena Senanayake, Additional Secretary, Ministry of Education and Higher Education, Sri Lanka, elaborated the concept of Quality Inputs in the context of Educational Reforms. Having been able to achieve universal literacy, universal access and participation rates in Sri Lanka, their next target is planning for quality education. To provide relevance and use of modern pedagogy, they have conceptualized curriculum reform and teacher development in consonance with reforms regarding provision of teaching learning aids and equipments for enhancing learning and achievement levels and decentralized management structures from national to local levels are being implemented. Any inputs which are significant to achieving the educational reform have been called as quality inputs. The study team would like to explore the interplay of quality input variables with investment and planning modes at decentralized levels in the Indian situations.

Inaugurating the programme of study visit of Sri Lanka's delegation, Prof. J.S Rajput, Director, NCERT, said that educational reform was generic in nature and these were strong winds of change due to advances in science, technology, information processing,

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etc. Some concerns are common to many a countries. Prof. Rajput referred to Delors Commission Report that the shape of education is to be extended from knowledge base to becoming. Certain universal aspects like education on human rights, fundamental duties of a citizen, parents right to demand quality education etc., have to be identified and subscribed to in the process of educational reforms. He advised the curriculum planners and educators to be prepared to understand the change, be a part of it and know strategies to cope with it. Those walking for educational reform should develop capabilities to understand how to relate education in and for change. A caution note was made that educational systems in developing countries are resistant to change. Therefore, a great deal of work has to be done in the context of attitudinal change for different functionaries at various levels and the public as such. Creations and strengthening of networking in the support systems is desired to seek harmony in ensuring the educational reform.

In the emerging world scenario, human resources have to be harnessed with a focus on mind power rather than money or muscle power. To maintain focus, educational planners will have to take a recourse to evidence, seeking through research and innovations. The educational system should have its linkages to culture and heritage. Appropriate technology as a consequence of information and industrial technology may be evolved for identifying aids and equipments as the quality inputs of the learning process.

Educational reform is a contemporary issue. The child in the kindergarten in the year 2000 has a life span for the whole century. Instead of predicting the present state of society, the planners and educators have to envision the futuristic life styles, developmental changes, population and ecological pressures. Education should be aiming at providing learning to help individuals cope with change and prepare for a purposeful and meaningful life of their own.

Prof. R.H. Dave, formerly, Director, International Institute of Education at Humberg (Germany) was on visit to India during the first half of August, 2000. The NCER I

approached him to address the participants on how to conceptualize quality inputs in education. According to him, every thing about education is in transition and has to be removed to gear with the change in demand and use. This implies that single phase formal learning has to be made multi-phased life based learning with the proviso that it builds in life long learning processes. The formal education should be considered as initial education so that in 21st century it could enable learners to become life long learners. In this regard, some of the quality inputs would be developing school building designs so as to provide for multi-dimensional education, new curriculum, new methods and alternatives to cope with economy and relevance. The focus should be on how to minimize financial inputs and optimize academic outputs

Prof. Dave said that the notion of terminal education in the educational system should be replaced by continued education which could be in the form of self-learning or even self-initiated learning. Presently, the idea of supply of standard and uniform equipments and teaching learning aids could lead to teacher dictated and teacher directed instruction and substantial part of it may be counter-productive to life long learning.

Special input on self developing skills should be inducted in the processes of classroom learning. There may be a few indicators as guiding principles for planning inputs.

(i)   Appreciation of the cultural heritage and citizenship value.

(ii)   Modernization to adjust to the requirements of information technology and social change.

(iii)   Professionalization as self oriented learners.

Prof. Dave said that the curriculum cycle takes about a decade to induct change. Therefore, various curriculum groups aiming at preparing frontline curriculum should be prepared, so that curriculum renewal becomes a continuous activity

While planning quality inputs, the focus should be that education has to be a process of human empowerment, human enlightenment and human transformation.

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The Management of educational system oscillates between centralization and decentralization. Whenever, educational system is centralized and the standards fall, the cause is shifted to its not being decentralized and vice versa. In the context of educational reform in Sri Lanka, Prof. T.N. Dhar, previously counterpart in Education to Sri Lanka, said that the movement is for decentralizing the system. Counting his experience in India and Sri Lanka he discussed the issues pertaining to empowerment of people's representatives as a mode of decentralization.

In a large sized country the centre and the region can do a meaningful planning at macro level only. But for meaningful education one has to reach the last ladder consisting of the learner and his community as it is and likely to be in future. This requires devolution of authority in curriculum planning, teacher training, equipment procuring, and financial management to the decentralized level.

Dr. Dhar discussed the various concerns in educational reforms and people's involvement in planning and management of these. There are global trends in information technology, science development, etc., which have already reached people and education is supposed to provide concepts, principles and their application such as E-Mail, Internet, Satellite, fibre glass, etc. Educational reform should update the local specific educational context. The issue is at what level should the community be involved and what way should it be empowered to have a say in the quality input for education. The next issue is regarding legislation for change such as what part of the authority should be decentralized and what resources in terms of equipment and funds be decentralized. Secondly do the various communities have a capacity to plan action and how their representatives should be trained for this purpose. Thirdly, what roles the various government functionaries would have to monitor the decentralization.

Dr. Dhar said that loss of authority require attitudinal change both at centralized level and diverse local levels. Quoting from Sri Lanka's system he said that the 30th amendment of Sri Lanka's constitution provide for decentralization still the Supreme Court of Sri Lanka

has directed that the educational control is to be within the parameters of constitutional provisions. This should bring out a new focus on the functions of National level institutions in Sri Lanka. This would require a focus on building up School Development Management with a given criteria to the school for planning quality input.

Prof. N.K. Jangira, Senior Specialist, World Bank in India, interacted with participants on the strategies to plan quality inputs. He also spoke on strategies for project monitoring and project evaluation. Literacy, access, enrolment and participation are the means to cause education and achieved these, the next step should be to make schools effective. For identifying quality inputs the focus should shift to a public debate involving teachers, parents, social groups and students on the challenges before the schools and how the school should see itself in the futuristic contexts. This should be interpreted into the expected leadership role of the Principals/Heads of institutions and the capability building in the teachers. Relevant packages on in-service education may be developed, adopted for local specific contexts, transacted and the outcomes of training be evaluated. Another quality input would be adoption of diagnostic testing and its pursuance by remediation and reinforcement. Seeking community partnership and participation in the making of school development plan would also contribute to raising school effectiveness.

Prof. Jangira, narrated his experience of working in developing countries and suggested that supply evoked system hardly contributes to classroom effectiveness. Rather, every teacher should have the attitude to use equipments and aids optimally and in a cost effective manner. This again requires simultaneous and small group work as training modalities. He said that creation of peoples societies and voluntary groups and empowering them to recruit and supervise teachers develops accountability. These forums should release developmental grants and aids for the local specific school with a time margin so that grant utilization is slow, gradual and development oriented. He cited examples of how the illiterate people contributed to the effectiveness of children's education if placed on collective forums. Schemes should be prepared in a way to ensure transparency, accountability and cooperation.

Prof. Jangira was of the opinion that before the reform is identified in the form of quality inputs, an exercise should be undertaken to review mismatches in the existing and proposed contexts. This is feasible by conducting research on school and classroom. Secondly, the activity based approach is effective only when a focus is decided and both instructions and activities are planned to achieve the focus.

Prof. N.K.Ambasht, Chairman, National Open School, New Delhi addressed the participants and said that quality inputs should be learner specific as also situation specific. The more the development in society the greater will be the complexities and this will simultaneously require building flexibilities, choice and self-learning modalities in the system. He cited the procedures of admission, examination and interactive learning in the Open School. He advocated for making the system research and innovation based.

Prof. Ambasht explained how the use of computer programming and software has been conceptualized in developing walk-in admission and walk-in examination procedures in an organization providing alternate schooling to above half a million students. The curriculum has to be so woven as to provide reference of learning to work situations. A quality input should develop concurrence between learning working and living.

Prof. (Mrs.) Venita Kaul of the World Bank had been to Sri Lanka and had a knowledge of the educational reforms going on in Sri Lanka. She addressed the participants on the focus of the programme i.e. building up institutional capacity and capability in the functionaries. Citing the case of India she said that degree of decentralization depends upon the extent of disparity and hetrogenity seen in the socio-economic styles of living. In fact it helps us to pass on to micro levels from macro level planning. Decentralization at district and its lower levels requires procedure for building initiative skills in educational functionaries and involvement of local people as the user clientele of education. Concept such as autonomy, standard, equipment are contextual to country specific situations. She cautioned that one of the dangers in supplying standardized

material is that teachers develop a low self esteem of their own ability in preparing and using learning aids in their classroom contexts.

Shri Veeraraghvan, formerly Additional Secretary, Ministry of Human Resource Development addressed the participants on the role of International Organizations for experimentation, innovation and initiative building in the specialists and functionaries. Citing the first, World Bank assistance to India, he informed that a sizeable input should be visualized for institutional development at the apex level and regional levels. Secondly, these are the schools which ultimately matter in achieving excellence. These should be comprehensive, broad based, flexible, learner friendly and culture oriented

Prof. Veeraraghvan explained about the network of Bhartiya Vidya Bhawan institutions in the country and how networking facilitates even student migration in autonomous institutions. In his opinion Teacher development is a crucial quality input in educational reform.

Prof. B.R. Goyal, Retired as Head, Department of Educational Research and Policy Perspectives, NCERT addressed the participants on variables of classroom teaching learning process. Explaining how teaching and classroom interactions can be effective, the participants were explained what input and process components matter in effective teaching. The teacher is contextual to the process of learning. As such, he/she has to be sensitive to the micro components of input variables. For example medium of instruction, being the same language, varies from grade to grade and learner to learner in the same grade in terms of comprehensive communication, negotiability for assimilating the new concept with previous knowledge and morphological aspects. What type of action researches could help the teacher diagnose the effectiveness in the use of medium of integration. In situations of bilingualism how one medium could be made independent from the interference of the other one. The participants were explained on the aspects pertaining to learners' traits, characteristics, qualities, mood, interest, motivation, developmental aspects, learning pace and their implication for devising teaching learning

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procedures. Textual content, teaching aids, school time table, library, etc., are some examples offered by him for revitalizing these as inputs.

Planning of teaching learning process is by itself an input. It can be conceptualized in terms of motivation building, conceptual clarification, exemplification, duration, recapitulation, remediation etc. These if properly conceived and used strengthen the quality of inputs. It is necessary to review each of these and other aspects even when there may be any other output. In the next place, the outputs of quality inputs should be visualized in terms of enhancing achievement levels, personality development and citizenship development in the learners. Internal and external indicators of these should be included under the criteria of school effectiveness programme.

Field Interactions on Quality Inputs in Madhya Pradesh

The Sri Lankan participants were taken for field visits to the educational institutions in Madhya Pradesh. The visit was organized during August 13 to 19, 2000. It consisted of three phases as follows-

(i)   Discussions with the academic faculty of Regional Institute of Education, Bhopal on Teacher Development and Institutional capacity building.

(ii)   Discussion with the Academic faculty of Pandit Sunder Lal Sharma Central Institute of Vocational Education on Vocational Education; its curriculum and processes.

(iii)   Interactions at the Rajiv Gandhi Prathmik Shiksha Mission (RGPSM) on decentralization of education, networking, delegation of financial powers for educational expenditure, improving the holding power of the educational system and empowering local communities and Panchayats for the promotion of education in their jurisdictions. It was followed by visits to District Resource Centres, Block Resource Centres, Cluster Resource Centres, selected primary schools under the general scheme and Educational Guarantee Scheme (EGS) in the districts of Raisain and Vidisha. In addition, meetings with the Village Education Committees, Zila Parishad members and Panchayat Samitis were organized.

At Regional Institute of Education, Bhopal

The Sri Lankan participants were apprised of Teacher Development policy from the conceptulisation to Institutionalization. The five Regional Institute of Education, as the Constituents of the NCERT, have an autonomous position within the university of their affiliation. These institutes are centres of excellence in the planning and organization of various courses in Teacher

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Education such as Four Year Integrated Course, Two Year Integrated Course, Master's Degree in Elementary Education. The effort is to develop appropriate capacities in the trainees. The RIEs conduct research development, training and extension activities to seek a feed from the field on the training need of in-service teachers, planners, administrators, identify content and process to update capacities of the respective functionaries, plan and conduct in-service education programmes and disseminate these to other teacher education organizations, institutions for further extension. The academic faculty of the RIE showed interest in Sri Lanka's system of education and progress achieved so far. The participants were oriented on the curriculum at the secondary level in India and points of convergence and divergence on the educational issues and courses in Sri Lanka and India. The students of Regional Institute of Education staged a cultural programme in honour of the participants. The participants showed keen interest in the programmes, activities, courses and curricula being pursued by the Regional Institute of Education at Bhopal.

Pandit Sunder Lal Sharma Central Institute of Vocational Education (PSSCIVE)

The Sri Lanka delegation visited the PSSCIVE to understand the position of vocationalisation of education at senior secondary stage and two policies of the Government of India to popularize vocational education stream. They were apprised of the enormous efforts gone into for developing vocational education courses in the last one decade. The modalities of developing core skills, occupation based skills and technical knowledge in the area of a particular vocation were explained. Further, teacher preparation for vocational courses was also discussed. The participants were presented with sets of material pertaining to development of vocationalization of education and the role played by PSSCIVE in this respect. There was a lively discussion on the successful strategies adopted in Sri Lanka on the incorporation of vocational aspects of education in the senior secondary curriculum.

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Rajiv Gandhi Prathmik Shiksha Mission (RGPSM)

The Sri Lankan participants were welcomed by the Director of RGPSM and her colleagues. The RGPSM has done a lot of work in several dimensions and has succeeded in conducting innovations on the institutionalization of Primary Education in sparsely populated areas. It has also evolved effective pedagogy in the mode of alternative schooling.

The Sri Lankan delegation explained the purpose of the visit to search relevance of quality inputs for achieving qualitative development in education. Sri Lanka has almost universally achieved the aspects of access, enrolment, participation and gender equity. Still the participants were interested to know and look for how to achieve these through decentralizing educational structure at provincial level. Secondly, in schools where there are resource constraints and the staff has developed awareness about problems affecting quality of schooling, how to go about teacher development with problem solving attitudes. Too much change creates vagueness. How to regulate the change induction into the educational system?

The State Project Director of the RGPSM explained that the objective of the RGPSM has been as how to move from the conditions of educational backwardness to educational consciousness and participation. At the time of inception of RGPSM in 1994, some of the hard spots in achieving universal elementary education were as follows-

- A large number of habitations were in remote and inaccessible areas.
- The overall development structure including health, economic and social aspects was also inadequate.
- The habitations did not have literacy centres and primary schools. Illiteracy was pervasive.
- There was inadequate supervision on the schools as less as that the supervisor teacher ratio was 1100.

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- The gender inequalities in all walks of life including literacy and primary schooling were pervasive.
- The state could hardly contribute 3.8% of GDR to education while the requirements were for 6.0% investment.

The RGPSM adopted developmental approach through people supported reforms. As an invited step, access to development was planned at micro levels and different schemes were prepared to seek participation in development. School curriculum and teacher training were revitalized to provide quality inputs.

In the process of decentralizing education, the following steps were envisaged-

- Decentralization of discretionary powers from regional to village levels;
- Participation of people from district to panchayat level;
- Cost effective use of resources;
- Simplification of academic and administrative procedures;
- Preparing and implementing time bound action plans;
- Diverting resource flow from establishment expenses to programme expenses,
- Legislating government rules for decentralizing development programmes,
- Planning and providing interventions for change in the existing structures as a policy reform.

As a consequence, a large number of schemes such as Education Guarantee Scheme; Mahila Samakhya, etc. were conceptualized and to begin with Lok Sampark Abhiyan was launched. A software system called as Management Information System (MIS) was prepared to create a statistical data base. A plan for collaboration between the government institutions, local bodies, local communities was launched. Alternative

pedagogies relevant to local specific contexts were planned and extended to schools. A special attention to girls education was paid; income generating projects were enacted. These and such other steps were treated as investments and quality inputs.

The discussion on the programmes and plans provided clarifications The participants were informed of the programme of visitations to seven areas in the districts of Raisain and Vidisha on the following two days. Visits and interactions with people of the State and educational functionaries were conducted.

The Visits yielded following points-

1. Madhya Pradesh has a cover of thick forestry which extends to remote, inaccessible sparsely populated areas. The forests have to be maintained as a policy measure and people's cooperation is valuable.

2. People living in these sparsely populated habitations depend upon small patches of cultivable land and are landless labour. The extension of cultivable land by removing and clearing forestry is neither permissible nor desirable.

3. The local people and communities are environment friendly. They manage through the available resources and have a tendency to stay on in small clusters with population of about 300 to 350 people and 70 to 80 children in the newly opened primary schools under the Education Guarantee Schemes.

4. The people are unaware of the socio political, industrial and economic progress of the world outside their locality. There is one TV set provided to the village committees which connects them to regional services. Their perceptions of the world outside the village is shaped through interactions with the school teacher and officials coming for health, water management, panchayat and educational services

5. The brief meetings with civic functionaries has created aspirations for becoming developmental, friendly, educating children to cope with literacy needs, develop communication skills, develop a broader view on life and participate in the main stream of social life extending beyond the villages.

6. Rajiv Gandhi Prathmik Shiksha Mission (RGPSM) is largely considered as a reform movement and its scheme of establishing Alternative Schools as educational reform. People have their praise and faith for its functionaries.

7. Under the Alternative Schooling Scheme, the RGPSM provides a one time grant of Rs.50,000 for the construction of a structure called building for the school. People have to contribute labour free of charge. Generally the labour costs are in 11 correspondence with the material costs. The management is guided by the District and Block Resource Clusters coordinators but performed by the Village Education Committee (VEC) constituted out of the village community and school teachers. In addition, free books, two boxes for stock keeping, annual grant of Rs.2000 to the school and rupees one thousand to the teacher is provided to make the school functional. The school at Dhana had become functional with these provisions and has a strength of eighty one students. Teacher salaries are also paid by the RGPSM. There are two teachers in the school.

8. On the days of visit of Sri Lankan delegation the children were participating in school based instructional activities. They could read, do mathematical computation narrate stories and talk in the standard version of the regional language. They also participated in educational games and playway methods of teaching.

9. The educational set up of the primary education is a departure from the normal class or grade based units. The students are distributed in small groups at varying levels of competencies in the subject areas. In a normal

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situation involving learning in language, arts and mathematics the teacher divides students in 6 small groups ; each comprising of 6 to 8 children If the students are more, then an often parallel group is created. For environmental studies, it is possible to organize combined group work and, therefore, the students work in groups. Major issues, national events, biographies of great men, talks on health, hygiene, environment and values are provided to the entire student body either after the morning prayer in the assembly itself or by organizing a special assembly. Outdoor games, art and creative expressions, activities are also organized collectively. The groups have an inter group movement based on achievement levels in content areas. The students work at individual pace but the pedagogical design of small group work provides for accelerated pace of learning. A student in group A for learning language may be working with group B in Maths and Group C in Environmental education. Some students are able to transact and imbibe the curriculum of elementary grades even in 3 ½ years. Oral testing and formal testing designed at school and cluster levels are used for diagnostic and formative evaluation purposes.

10.   One of the leading quality inputs is community participation at all levels. The participants saw themselves how the people's organizations at district level (Zila Parishads), Block level (Panchayat Samiti) cluster level (Panchayat) and school level (village education committee) showed a common concern for the common good of people and future of children.

The Sri Lankan delegation was accorded warm welcome by the community people, they hosted tea and food and entertained them with folk dances and folk songs. It left a deep impression that human relationship is the key input as a quality and leads to building quality of life itself.

Interactions with NIEPA and NIE Faculty

A regular programme of lectures and discussions with the academic faculties of National Institute of Educational Planning and Administration (NIEPA) and National Institute of Education (NIE) was organized at NCERT Headquarters. It was in the form of orientation to provide glimpses of Indian experience on Quality Inputs and discusses its relevance to Sri Lanka's educational context

Prof. R. Govinda of NIEPA addressed the participants that in this era of quantum learning, quality inputs should not be treated as nuts and bolts to maintain a system. Technology is getting absorbed in life earlier to its finding way into educational curricula The example of microchip was cited as a case. Generation of new knowledge is creating pressure for change. The school curriculum has to be renewed from knowledge transmission modes to knowledge generation. Education has to be simultaneous use of learning. It has to provide direct action strategies to the learners so that every learner in every school becomes a winner.

Another issue is that the learner is being miniatured under system's bureaucratic expansion. It has to be protected. Developmental plans should be planned to change the supply oriented inputs into learner demand oriented plans. Every school should have its own developmental plan, its own budget, devises its own strategies for effective learning. This only would be one approach to quality input.

The concommitant issue to the above would be how to give power to the schools and how to bring unwilling schools to the mainstream. In other words, how to make school staff to think for the school and its future. It has to be three phased Long term, medium term and short term strategies. This is possible by fostering culture of thinking in teachers and other functionaries in the educational system.

Prof Yash Aggarwal of NIEPA discussed to the participants the need to create an information system to plan. monitor and evaluate the role of various quality inputs Further. it is good to have a comprehensive data base for use by researchers, donors, national and international organizations interested in the educational reform. Prof Aggarwal described that a workable Management Information System (MIS) subscribes to multiple objectives such as

1.   Doing analysis of the educational situations;
2.   Seeking alternatives in decision making;
3   Matching alternatives with specific objectives,
.4   Evaluating performance of a particular component

The expectation from MIS is ensured accuracy of information to stakeholders, providers and policy makers

Another criterion which should be subscribed to in the planning of MIS is whether sample based information would be adequate or the entire population statistics is to be compiled

Prof Yash Aggarwal illustrated the creation of a MIS component or preparing a new one in the context of supply and use of educational equipments and teaching aids identified for strengthening classroom processes

Prof (Ms) K Sujatha of NIEPA talked of the emerging changes in the system of educational context particularly in reference to community participation There is a need to gradually decentralize educational planning, management and supervision An emerging need is to seek participation of local communities in the respective schools and other educational institutions Participation increases awareness and accountability of the local people and teachers Prof Sujatha cited the Indian experiences of constitutional amendments to provide for people empowerment This has been conceptualized as a way to providing more resource support to remove disparities Sri Lankan delegates discussed

the strategies for communitization of schools which is a step further to sensitizing and activising these

Dr A C Mehta of NIEPA discussed the indicators of quality education Emphasizing the need for conducting achievement surveys. Dr Mehta said that the state should decide the indicators of quality and arrive at hardspots which suffer in quality. May be some where, only a few indicators have to be subscribed to where as in other places, there is a need to induct reform in a big way. Diagnosis is essential to educational reform

Dr S M A Zaidi of NIEPA discussed the steps to planning reforms in schools As planning is for futuristic purposes, it is required to take decisions for optimally using the proposed inputs The use is to be for optimizing learning, achievement, personality development and quality of social life. The development plans making schools and other educational institutions effective should be multidimensional Wherever, there are several schemes or sources of funding, these have to be merged so that there is a sharper focus on learners.

Dr Zaidi explained the difference between centralized and decentralized planning, procedures and what aspects require centralized decision making but decentralized action programmes

Dr. Zaidi narrated the Indian experience in arriving at planning processes at decentralized levels. Presently, it consists of six steps.

(i)   Diagnosis of educational situation;
(ii)   Identification of problems and issues – relevant to improving quality
(iii)   Target setting;
(iv)   Identifying intervention strategies;
(v)   Costing and financial procedures;
(vi)   Preparing implementation schedules and working these out.

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Dr Zaidi demonstrated through group work on how to plan He simulated work situations for futuristic planning and advised that intervention strategies have to be in the present and futuristic contexts

The academic faculty of the NIE Departments interacted in various ways and on several themes with the participants of Sri Lanka

Prof Ved Prakash, in the foremost, provided them glimpses into the educational reform movement in India He deliberated on the design of District Primary Education Programme (DPEP) and the indicators of access, enrolment, participation and achievement as the process of gradual and sequential reform implementation Prof Ved Prakash cited experiences of the states participating under the DPEP phase I, II & III and how it has resulted into further decentralization of the decentralized District Level Planning The emergence of Block Resource Centres (BRC) and Cluster Resource Centres (CRCs) have been almost innovations in the management process and networking amongst central, regional, state, district, block and local levels This has required a change in the strategies of educational survey and now the Management Information System (MIS) enables for transparency and accountability

Dr Ved Prakash explained the role of the NCERT as the think tank for the DPEP NCERT's constituent units in the departments of Teacher Education and Extension Education, Department of Elementary Education, DPEP, Core Resource Group, Regional Institutes of Education at Bhopal. Ajmer. Mysore. Bhubneswar and Shillong have undertaken research development and training projects to support the DPEP and also help monitor the impact The NCERT conducts Annual International Seminar with a focus on School Effectiveness and other pertinent aspects of primary education

One of the key programmes undertaken by the NCERT is to conduct achievement surveys at intervals Dr Bansal explained the tools and manuals for conducting achievement surveys He also described the use of survey findings by the respective centre and state level agencies The sampling procedures in the context of population

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surveys were explained Prof Ved Prakash and Dr Bansal presented to the visiting team copies of the research design, tools of study and manuals for administering these for their study and further interactions on conducting achievement survey

Prof Nagaraju and Dr Sandhya Pranjape of the NCERT discussed with the participants curriculum dimensions and classroom processes Any quality input may be in the form of teaching learning aids should have context to developing integrated teaching learning process so that the inputs are assimilated into the process itself

Dr H O Gupta of the NCERT demonstrated to the participants the designing of prototypes of aids and equipments, manufacturing these, assembling these in the form of various kits such as science kit, mathematics kit, mini tools kit, etc This provides opportunities for the use of standardized equipments

The Sri Lankan delegation also visited the Department of Library and Documentation and Information, Central Institute of Education Technology and were explained how these units served to build resource inputs in the matters of quality education

Prof Khaparde, discussed with the participants their opinion on Indian Experience and advised them in work at exemplary development plans during the visit so that clarifications and other interactions could be made available

In the last lap of the programme the participants did academic exercises on the preparation of developmental plans and school improvement programmes by interacting on the quality inputs available in their own situations and those gained in India

ANNEXURES

PARTICIPANTS

The Sri Lanka team constituted of thirty participants. They represented Educational Planners, Administrators and School Principals of key positions in their country. Their names are-

S. No	NAME	Designation	Official Address
1.	Scnanayake Upasena	Additional Secretary	Ministry of Education & Higher Education Isurupaya Battaramulla Tel 864814
2.	Basnayanke Dayananda	Project Director	Ministry of Education & Higher Education Isurupaya Battaramulla Tel 865803
3.	Liyanage Don Upali	System Analyst	Ministry of Education & Higher Education Isurupaya Battaramulla Tel 864837
4.	Hatangalage Walter Kithsiri Amarasinghe	System Analyst	Ministry of Education & Higher Education Isurupaya Battaramulla Tel 01-864837
5.	Sanjeewa Bandara Chandrasena	Assistant Director of Education	Provincial Department of Education, Anuradhapura, Tel 025-25222
6.	Dasanayake Mudiyanselage Jayatissa Dasanayake	Deputy Director of Education	Provincial Department of Education, Kandy Tel 08-224041
7.	Panagoda Arachchige Wanigasekara	Deputy Director of Education	Provincial Department of Education, Getangama, Rathnapura, Tel 045-22184
8.	Mataramba Kanaththage Wimalasiri	Principal Gr. II	Aththiligoda Maha Vidyalaya, Galle
9.	Weerasekara Mudiyanselager Arunashantha	Assistant Director of Education	Zonal Education Office, Nikeweratiya, Tel 037-60214

10.	Mannapruma Mudiyanselage Srimalhami	Principal Gr.I	Sri Parakrama National School, Kobeigane
11.	Pavalakanthan Shanthidevi	Director of Education	Provincial Department of Education North East Province Trincomalee Tel: 026-22556
12.	Wijendra Acharigo Sirisena	Principal Gr. III	Kottegoda Vidyalaya, Uda-Niriella, Rathnapura
13.	Wickramaratna Sisira Kumara	Assistant Director of Education	Zonal Education Office Welimada
14.	Weebadde Arachchige Sunil Perera	Deputy Director of Education	Provincial Department of Education, 76, Ananda Kumaraswamy Mawatha, Colombo 7 Tel 678395
15.	Mahagedara Holiya Bandaralage Dinadasa Senarath Bandara Mahagdara	Principal – I	Padiyapelella M.V Padiyapelella
16.	Arumugam Selvanayagam	Principal – I	Vipulananda College Trincomalee Tel 026-22515
17.	Loggama Withanalage Suneetha Menike	Assistant Director of Education	Zonal Education Office, Nivithigala Tel 045-79423
18	Senevirathne Shanthi Wickramathunga	Deputy Director of Education	Zonal Education Office Galle
19	Malhamige Abayasekarage Piyadasa	Principal Gr II	Kudanelumbewa Gemunu M V Hidogama Anuradhapura
20	Konara Herath Wasala Mudiyanselage Weerasinghe	Principal Gr III	Yasodara Balika Vidyalaya, Ambugasdowa, Tel 057-45535
21.	Pathiranage Pivaratna	Principal Gr – II	Tibet S Mahinda Vidvalava Wellampitiya
22	Kariyawasam Korale Gamage Jayatissa	Deputy Director of Education	Zonal Education Office, Hanguranketha Tel 08-365039
23	Vijendren Nadesalingam	Assistant Director of Education	Zonal Education Office Trincomalee Tel: 026-22442
24	Jayalath Asoka Samankumara	Deputy Director of Education	Provincial Department of Education, Kurunegala

			Tel: 037-23211
.	Ambagahawela Rathnayake Mudiyanselage Padma Nalini Suriyabandara	Assistant Director of Education,	Zonal Education Office, Anuradhapura, Tel 025-23030
.	Wijyawickrama Kalahe Panditha Koralage Kamalsiri Ranjith	Deputy Director	Provincial Department of Education, Galle Tel : 09-34234
.	Bodiya Werala Wasantha Chandrani Algama	Assistant Director of Ecudation	Zonal Education Office, Sri Jayawardhanapura, Battaramulla, Tel 876628,876627
.	Wanasinghe Mudiyanselage Kapuruhamyage Samarasinghe	Deputy Director of Education	Provincial Department of Education, Anuradhapura, Tel 025-25222
.	Kahagalla Dewage Wijayapala	Deputy Director of Education	Provincial Department of Education, Kurunegala Tel 037-27561
.	Kalyani Gunasekara	Assistant Director of Education	Ministry of Education and Higher Education Isurupaya, Vatteramulla,

RESOURCE FACULTY OF THE PROGRAMME

Prof. J.S Rajput, Director NCERT

Prof O S Dewal, Hon Advisor to the Director

Prof Puran Chand, NCERT (Convenor)

Prof R H. Dave, Previously Director, International Institute of Education at Hamburg (German)

Prof R Govinda, NIEPA

Prof J B Tilak, NIEPA

Prof Yash Aggarwal, NIEPA

Prof K Sujatha, NIEPA

Dr .A C Mehta, NIEPA

Dr S M A. Zaidi, NIEPA

Prof N K. Jangira, World Bank Office

Prof Venita Kaul, World Bank Office

Dr T N Dhar, Guest Speaker

Prof B R Goyal, Guest Speaker

Prof N K Ambasht, Chairman, National Open School, New Delhi

Dr G S Negi, Principal, Bhartiya Vidya Bhawan, New Delhi –1

Prof M S Khaparde, NCERT

Prof Ved Prakash, NCERT

Prof C S Nagaraju, NCERT

Dr I K Bansal, NCERT

Dr (Mrs) Sandhya Paranjape, NCERT

Prof G K Lahiri, RIE, Bhopal

Prof S A Shaffi RIE, Bhopal

Dr V P Gupta, RIE, Bhopal

Mrs Amita Sharma, Rajiv Gandhi Prathmik Shiksha Mission, Bhopal

Sh Sumit Bose, Department of Elementary Education, MHRD

Sh D Jhingran Department of Elementary Education, MHRD

Shri M Natrajan, Educational Consultants of India Ltd

Mrs Sandhya Sangai, NCERT (Coordinator)

PROGRAMME PROFILE

August 7-31, 2000

Venue – **Conference Room, 1ˢᵗ Floor, Zakir Hussain Block.**

International Relations Division
National Council of Educational Research and Training.
Sri Aurobindo Marg, New Delhi-16

Visit of Sri Lankan Delegation to study the inputs for Quality Education in reference to DPEP

T E N T A T I V E   S C H E D U L E

Date & Day	Timings	Theme/Activity	Resource Faculty
06/08/2000 Sunday	2135 hrs.	Arrival at Indira Gandhi International Airport Flight No. UL191 Stay at Hotel Qutab	Mr. Sanjay Kumar – PRO, Hotel Tel 6521010 6521234
7/08/2000 Monday	1100 hrs.	Inaugural Session	Prof. J.S Rajput Director
	1430 hrs	DPEP in India An Overview	Prof. Ved Prakash
	1530 hrs	Expectations from the Study Visit Programme	Prof Venita Kaul
08/08/200 Tuesday	1000 hrs to 1100 hrs	In-house Meeting between Participants & Programme Organizers	Prof Puran Chand, Mrs. Sandhya Sanghai
	1115 hrs to 1300 hrs	Concept and Issues related to Quality Education in DPEP Contexts	Prof R Govinda
	1400 hrs to 1530 hrs	Indicators of Quality Education at Primary Level	Dr. A.C Mehta
09/08/2000 Wednesday	1000 hrs. to 1100 hrs	Indo-Sri Lankan Cooperation in Education Emerging Dimensions	Dr. T.N Dhar
	1115 hrs. to 1300 hrs	Group Discussions	Prof. B.R. Goyal
	1500 hrs. to 1600 hrs	Conduct of Achievement Surveys under DPEP	Dr I.K. Bansal
	1615 hrs to	Visit to Library	Dr. S.L Verma

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	1715 hrs		
10/08/2000 Thursday	1000 hrs. to 1100 hrs & 1115 hrs to 1300 hrs	Planning for Quality Improvement at Primary level	Dr. S. M Zaidi
	1430 hrs to 1530 hrs	Quality Education. why and how	Prof R.H. Dave
11/08/2000 Friday .	1000 hrs to 1100 hrs. & 1115 hrs to 1300 hrs	Aids and Equipments for Science Teaching.	Dr. H.O. Gupta
	1430 hrs to 1530 hrs.	Financial Management	Dr. J.B. Tilak
12/08/2000 Saturdy	Local Sight Seeing in Delhi		Mr. R. A Gupta & Officer of PRO Office
13/08/2000 Sunday	1400 hrs	Arrival of Sri Lankan Team from Delhi by Shatabdi Express to Bhopal	Dr. S.A Shaffi Dr. V.P. Gupta (Programme Coordinator) Sri G.B. Pillai Shri S.K. Das
		Stay at Hotel Lake View Ashok, Shyamla Hills, Bhopal	
14/08/2000 Monday	0930 hrs to 12 hrs	Meeting with Principal, Dean and Heads of Deptts. Of RIE at Hotel Lake View Ashok Conference Hall	Dr. S.A Shaffi
	1300 hrs	Lunch	
	1500 hrs to 1700 hrs	Welcome at RIE by Prof. G.K. Lehri, Principal Meeting with RIE Faculty on DPEP Issues.	Principal, RIE
15/08/2000 Tuesday **Independence Day**	0820 hrs	Independence Day Celebrations at RIE, Campus, Bhopal	RIE, Bhopal
	1000 hrs	Visit to Sanchi	Dr. V.P. Gupta Dr. R. Ravichandran Shri S K. Das
16/08/2000 Wednesday	0900 hrs to 1300 hrs	Visit to SPD, RGPSM Discussion with Mrs Amita Sharma, IAS Secretary, Deptt. Of Elementary Education,	Dr V P. Gupta and RGPSM

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		Director, RGPSM and Director, SCERT	
	1500 hrs to 1730 hrs	Visit to Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSIVE)	Prof S.A. Shaffi Dr V.P Gupta.
17/08/2000 Thursday	0800 hrs onwards	Visit to DPEP Schools Meeting with VEC Raisen, Distt	Prof S.A Shaffi Dr V.P. Gupta and RGPSM representatives.
18/08/2000 Friday	0800 hrs.	Visit to DPEP Schools Vidisha Distt.	Dr. V.P. Gupta, Dr. I.P. Aggarwal and RGPSM representatives.
	1930 hrs	Cultural Evening at RIE Auditorium	Prof. S.A Shaffi Dr. V.P. Gupta Dr. N D. Jain.
19/08/2000 Saturday	0930 hrs to 1100 hrs	Sharing of Field Visit Experiences with RGPSM & DPEP Core Group of RIE at Regional Institute of Education Seminar Hall	
	1440 hrs	Departure of Sri Lankan Team for Delhi by Shatabdi Express	Prof. S.A Shaffi Dr V P. Gupta Shri G B. Pillai Shri S.K. Das
20/08/2000 Sunday	-----	Holiday	------
21/08/2000 Monday	1000 hrs to 1100 hrs	Management Information System in Education	Prof. Y P Aggarwal
	1400 hrs to 1500 hrs	Community Participation for Quality Education	Prof K. Sujatha
	1530 hrs to 1700 hrs	Project Monitoring and Project Evaluation	Prof. N K Jangira
22/08/2000 Tuesday	0700 hrs to 1200 hrs	Visit to Bhartiya Vidya Bhawan, New Delhi	Mrs Sandhya Sengai
	1430 hrs to 1700 hrs	Open Schooling Concepts, structures and mechanisms	Prof. N.K. Ambasht
23/08/2000 Wednesday	1000 hrs to 1100 hrs	Group work and discussions for clarifications.	Prof. B.R. Goyal

	1130 hrs to 1330 hrs	Interactions with Joint Secretary, Deptt. Of Elementary Education, MHRD and his Team	MHRD
24/08/2000 Thursday	1000 hrs to 1100 hrs	Classroom processes and quality training education	Prof C.S. Nagaraju Dr. (Mrs.) Sandhya Parajpe
	1430 hrs. to 1630 hrs.	Interactions with Joint Director, NCERT.	Dr. Puran Chand Mrs. Sandhya Sangai
25/08/2000 Friday	**Visit to Agra**		
26/08/2000 Saturday	Group Work		
27/08/2000 Sunday	------	Holiday	-----
28/08/2000 Monday	1000 hrs to 1300 hrs	Group Work for preparation of provincial plan.	Group Leaders from Sri Lanka
	1430 hrs to 1700 hrs	Presentations by Group Leaders	Group Leaders from Sri Lanka
29/08/2000 Tuesday	1000 hrs to 1300 hrs 1430 hrs to 1700 hrs	Presentation of provincial plans developed by members of Study Team	Prof B.R Goyal
30/08/2000 Wednesday	1000 hrs to 1230 hrs	Concluding Session	Prof. Puran Chand Prof. B.R. Goyal Mrs Sandhya Sangai
	1400 hrs to 1500 hrs	Valedictory Session	Director, NCERT.
31/08/2000 Thursday	0730 hrs	Departure for Sri Lanka	Shri Sanjay Kumar PRO

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DEVELOPMENT PLAN

FORMAT (for inhouse exercise only)

Country

Region

Project Title

Project Formulation Exercise

1.0   Project Rationale

2.0   Issues

       2.1   Social Issues

       2 2   Educational Issues

       2.3   Pedagogic Issues

       2.4   Economic Issues

3 0   General Objectives of the Project under Educational reform at :

       3.1   National Level,

       3.2   Regional Level

4.0   Developmental Objectives (in order of priority)

Objectives	Priority	Area (Such as pupil achievement, teacher development, aids, equipment, community partnership, etc.)
1.		
2		
3		
4		
5		

5.0 Activity Components	Likely Costs	Percentage of total budget
1.		
2.		
3		
4		
5.		
6.	.	
7.		

6.0   Target Population Groups and likely benefits
(Mention clientele, stage, subjects and other details)
(Please ensure haramony and balance between various groups)

Target Population Group	Type of Group	Nature of Activity	Approx. Cost
(1)	(2)	(3)	(4)
1			
2			
3			
4			
5			
.			
.			

7 0 Project Period	From	To	Duration
Phase I			
Phase II			
Total			

8.0 <u>Relevant Experiences from Indian Visit</u>

<u>Area</u>   <u>Activity</u>

1.

2.

3

4

5

9.0 **Proposed Research, Development & Training**

<u>Activities</u>

<u>Title of Activity</u>   <u>Purpose</u>   <u>Approximate Cost</u>

1.

2.

3.

4.

5.

10. Project Implementation Strategies at :

1. School Level

2. Regional Level

3. National Level

11. Cost of Material etc.

<u>Type</u>   <u>Local Purchase</u>   <u>Centrally used supply</u>

1

2.

3.

12. Local agencies to be involved in the project work

13. Probable risk in implementing the project in time bound period

.

14. Monitoring and evaluation strategies recommended for achieving the objectives

15   **Project Team**

       Name   Address   Telephone No.

1

2

3

4

5

Important Telephone Numbers

1. **Hotel Qutab**   6521010
                                                                            6521234

                                                              Fax   6960828
                                                                            6968287

2. **NCERT**
   International Relations Division (IRD)

   Prof Puran Chand   6561102 (O)
                                                                            6011686 (R)
                                                                            6018230 (R)

   Mrs Sandhya Sanghai   6561102 (O)
                                                                            6309186 (R)

   Public Relations Officer (PRO)
   Shri Sanjay Kumar   6561102 (O)
                                                                            6852261 (O)

3. **Regional Institute of Education, Bhopal**

   Prof G K Lehri   0755-661463
   Principal, Regional Institute of Education,
   Bhopal

4. **R.G.P.S.M Bhopal,**
   Mrs. Anjta Sharma   0755-272644
   State Project Director,
                                                                            0755-531176

        FAX   0755-571154